Geography Awareness Week
November 14-20, 1999

Geography & Technology:
Think the World of Your Community
FLORIDA'S TEACHER PACKET
A supplement to the National Geographic Geography Awareness Week Packet

Included in this packet: Introductory letter, Report Form, Brainteasers for each day

Lesson plans:
Geography Trivia Quiz
Captain Caveman Pop-up
The Mystery Language
Write a Secret Message
The Law Code of Hammurabi
Literature of Ancient Egypt
Making Your Own Paper
Life at Early Florida Missions & Indian Villages
Comparison of Florida's Homes Past & Present
Conversion of Old Buildings

Paper Airplanes
Railroads, Cities & Industry
Florida Express Explores the World
Technology Trivia
Rails to Trails
Florida Census
Florida Cookie
Internet Quilt
Snowbird Project
Selected Resources

getp.freac.fsu.edu/gaw/
Hello Geography Teachers,

The 1999 Geography Awareness Week (GAW) approaches and the Florida Geographic Alliance has worked up some interesting activities for you. The National Geographic Packet’s theme is Geography and Technology so the supporting materials produced by the Alliance follow the same idea. We decided to look at how technology has changed through time and the role geography plays in its development. There are some traditional lessons along with some cool technology lessons and resources that can be found on our special GAW website: http://getp.freac.fsu.edu/gaw/. There is even a special GIS activity to go along with GIS Day that looks at the development of railroads in Florida using historic railroad maps. You will also find the location of the Internet Quilt we will be building with the help of teachers and students from around the state as well as an internet community comparison activity that gets teachers and students to research and share interesting issues associated with their community. We will create a map with community profiles for all who get involved so you can compare your community with others across the state.

Geography Awareness Week is a great time to get your students involved with real life activities that impact their world. The student’s creative products can often times be our best advertisements! Be sure to contact your local radio stations and newspapers (check the website for those near you) to encourage them to get involved. They may want to do the trivia game included in the packet or help highlight a project your class is doing. Coverage prior to and during the week helps to get others in your community involved in the classroom. As usual, we would love to hear what exciting things you have done this year, so you will find a reporting form enclosed with the packet. If you prefer the world of technology, you can find the same form on the website! Those of you who return the form (snail mail or via the web) will receive the Millennium Population Map and activity along with a Hyperstudio activity using the same map. These will not be on the website and will only be sent to those who return the form! Your reporting helps us let the National Geographic Society know what the Florida teachers are doing. We know our teachers are some of the best in the country and we like to share your successes at the national level.

Thanks for participating and we hope to hear from you very soon. If you need materials or assistance, please do not hesitate to contact the Alliance office at (850) 644-2007 and ask for your TC in Residence, Elizabeth Smith.

Sincerely,

Ed and Laurie
Dear Teacher:

Please indicate the activities that you incorporated in your classroom during Geography Awareness Week. We appreciate you filling in the information below. Please list any activities before, during, and after Awareness week. It is very important that you return this to ensure that we can provide Geography Awareness Week materials in the future.

PLEASE take photographs of kids participating in Geography Awareness Week activities and mail them to us (or attach to an e-mail) so we can add them to our web site (the address is: http://getp.freac.fsu.edu/gaw/).

Activities for Geography Awareness Week 1999

Teacher: 
Grade: 
School: 
Address: 

email address: 

Monday 11/15: 

Tuesday 11/16: 

Wednesday 11/17: 

Thursday 11/18: 

Friday 11/19: 

Mail this form and any photos to: Florida Geographic Alliance
C2200 University Center
Florida State University
Tallahassee, FL 32306-2641
Brainteasers:

Each day the instructor will ask the students to describe and illustrate technology and means of communication used by humans during past centuries, from cave people to 20th century peoples.

**Monday:** How did the cave people communicate? What technology was employed by the cave people? For example: weapons for hunting, tools for cave painting, firemaking tools.

**Tuesday:** Ask the students to come up with examples of technology that ancient civilizations employed. For example: the pyramids, Stonehenge, Mayan temples, the silver mines of the Incas.

**Wednesday:** Early Floridians also had technology. Ask the students for examples of technology that them might have used. For example: What do the architecture and economic activities of early Floridians tell us about the kinds of technology they used?

**Thursday:** Discuss the rise of technology during the Industrial Revolution and ask the students for examples like the telephone, telegraph, trains, steamships and electricity.

**Friday:** Have the students discuss the technology and communications systems that have been put to use in the 20th century such as airplanes, automobiles, computers, cell phones, and answering machines.
Geography Trivia Quiz

Directions:
1. Instructor may start each weekday of Geography Awareness Week with 5 of these questions (Answers are provided).
2. Instructor may quiz the class or school and offer a variety of prizes.

Questions:
1. To visit the gold-domed capitol in Caracas and see the Orinoco River, you would travel to what country?
2. The Danube River flows for about 1,800 miles before emptying into what sea?
3. Many Native Americans live on land set aside for them by the U.S. government. What is the term for this land?
4. Chinese are the largest ethnic group in a small island country at the tip of the Malay peninsula. Name this country.
5. What is the term for a stream that flows into a larger river?
6. To see the Parthenon, on the acropolis, and other ancient ruins, you would travel to what country?
7. Which continent in the western Hemisphere produces and uses the most paper and paper products?
8. Slovakia and which other present-day central European country became independent in 1993?
9. The Parana River forms part of the boundary between Argentina and what other country?
10. What Norwegian word is used for a narrow, steep-sided inlet of the sea that was carved by a glacier?
11. To see lions, gazelles, and zebras in Nairobi National Park, you would travel to what country?
12. Romance languages developed from Latin on which continent?
13. Many people practice voodoo in which country on the island of Hispaniola?
14. In July 1998 a tsunami killed about 2,000 people on an island that lies across the Torres Strait from Australia. Name this island.
15. What is the term for the regular rise and fall of the water level in the ocean caused by the gravitational attraction of the sun and moon?
16. To see pagoda-shaped temples in Kathmandu and climb Mount Everest, you would travel to what country?
17. What mountain range is just east of Seattle?
18. In August 1998 terrorist bombings occurred at the U.S. embassies in Nairobi, Kenya and Dar es Salaam, which is the capital of which East African country?
19. What South American desert is considered the driest desert on Earth?
20. What is the term for the heat energy within the earth that can be used to generate electricity?
21. To see the running of the bulls in Pamplona and visit the Prado Museum, in Madrid, you would travel to what country?
22. The St. Lawrence River flows out the easternmost of the Great Lakes. Name this lake.
23. The Ginza is a well-known shopping and entertainment district in which Japanese city?
24. In May 1998 nuclear tests conducted by India and by which neighboring South Asian country caused international concern?
25. What is the name of the winds in the tropics that blow from the east?
Answers for Geography Trivia Quiz:

1. Venezuela
2. Black Sea
3. reservation
4. Singapore
5. tributary
6. Greece
7. North America
8. Czech Republic
9. Paraguay
10. fjord
11. Kenya
12. Europe
13. Haiti
14. New Guinea
15. tide
16. Nepal
17. Cascade Range
18. Tanzania
19. Atacama Desert
20. geothermal energy
21. Spain
22. Lake Ontario
23. Tokyo
24. Pakistan
25. trade winds
Captain Caveman Pop-up Book

Grade Level: General

Purpose: Students will gain an understanding of the development of communication and transportation.

Objective: Students will develop a book showing the progress in the technology of communication or transportation.

Materials: scissors  
paper  
copies of the pattern  
magazines

Procedures:
1. Instructor may show a short film, slides, or images on the computer of different types of transportation and communication. Images from books may also be used.
2. Discuss with the class how communication has progressed from cave painting to email.
3. Discuss with the class how transportation has progressed from canoe to ships.
4. From the images first shown, have the students select cave painting, smoke signals, and pony express and develop a pop-up book demonstrating the progress of each of these into the 20th century.
5. Have students make the pop-up book (instructions included).
6. Students should then complete the book with their choice method or mode of transportation or communication.
7. Students will share their books with the class.

Additional Activities:
Have the library provide a space so the whole school can look at the books.

Instructions for Making Pop-Up Book:
1. Decide on an idea for transportation and communication.
2. Make 4 copies of the pop-up (file folders are good to use).
4. Color and cut out any pictures you make or find. Paste in logical order on each page.
5. Paste pop-up pages back-to-back.
7. Be creative and accurate in selecting transportation and communication for them on the pop-up pages. Be sure to include factual information in creating the book.

Benchmarks:
SS.B.2.2.3- Understands how human activity affects the physical environment.
SS.B.2.4.5- Knows how humans overcome “limits to growth” imposed by physical systems.
SS.B.2.3.7- Knows how various human systems throughout the world have developed in response to conditions in the physical environment.

GEOGRAPHY STANDARD 14: How human actions modify the physical environment.
Basic Pop-up Form

Each child will need 4 copies of this pattern.

1. Cut out the basic form.
   Fold on 1.

2. Cut on dotted lines.

3. Fold on 2.

4. Open the paper and push the tab to the reverse side thereby reversing fold 2.

5. Pinch and pull the pop-up tab from the inside. Close and press the folds.

Make a Pop-up Book

1. Paste one picture and accompanying sentence to each pop-up form.

2. Paste the pop-up pages back-to-back as shown. Be sure they are in the correct order.

The Mystery Language

Grade Level: Elementary

Purpose: Students will understand how communication has developed and how it has affected society and civilization.

Objectives: 1. Students will work in pairs to make their own message in hieroglyphics.
2. Students will present and translate their messages in an oral presentation.

Materials: hieroglyphic alphabet and translation sheet
butcher paper
colored pencils

Background Information:
Hieroglyphics were an early way of writing used in ancient Egypt. This language was a mystery for a long time. In 1799, Napoleon and his soldiers went on an expedition throughout Egypt and came across a stone, four feet high, that was carved in 196 B.C. The Rosetta Stone, as it became known, had an inscription written in three languages – Greek, hieroglyphics and demotic.

Efforts to decipher the stone were unsuccessful before 1800. A French scholar, Jean Francois Champollion, was the first to actually read longer passages. He realized that the stone contained the same names, Cleopatra and Ptolemy. By comparing the names in the three languages and using hieratic, from which demotic writing was developed, he began to figure out the mystery. He realized that the signs represented sounds just like our alphabet does, and through a complicated process of comparison and elimination, he solved the mystery.

Hieroglyphics could be written either right to left or left to right and are read according to the way the characters are faced. The characters represent both sounds and words, which makes it very confusing to read. Scholars added characters for ‘O’, ‘U’, ‘W’, ‘E’, and ‘I’ because the Egyptians did not have characters for all of the sounds that we use.

Included is a part of the hieroglyphic alphabet. Remember that most of the vowels are missing.

Procedure:
1. Instructor will read to the class the background information: “The Mystery Language.”
2. Instructor will then form class into pairs and give each pair the hieroglyphic alphabet with translation sheet.
3. Pairs will then translate the message on the sheet and write their own message or the title to a favorite song.
4. The students will then present their work in an oral presentation to the class.
**Benchmarks:**

**SS.A.2.1.1** - Knows the method of communication from long ago and the technological developments that facilitated communications.

**SS.A.2.2.1** - Knows the significant scientific and technological achievements of various societies.

**GEOGRAPHY STANDARD 10-HUMAN SYSTEMS:** The characteristics, distribution, and complexity of Earth’s cultural mosaics.
The Mystery Language

A  L  U or W
B or V  M  X
K or C  N  Y
D  O  Z
I or E  P
F  Q
G  R
H  S
J  T
Translate:

Now you try some. Make up your own message in hieroglyphics using the title from your favorite song or movie.
Write A Secret Message

Grade Level: Elementary

Purpose: Students are to identify a major component of culture: writing/language.

Objectives: 1. Students will work in pairs to create a message using the Phoenician alphabet.
2. The pairs will then present their Phoenician messages to the class.

Materials: butcher paper
colored pencils
Phoenician alphabet with translation

Background Information:
Thousands of years ago, people called Phoenicians lived near the Mediterranean Sea. The Phoenicians used an alphabet much like ours. In fact, scholars think the modern Western alphabet developed from the ancient Phoenician one. As you look at the chart on this page, you will see many similarities in the letters. You’ll notice that some symbols stand for more than one letter. Scholars think different letters may have developed from one symbol. Four pairs of letters have the same symbol: C and G, F and V, I and J, and U and W. The Phoenician alphabet did not have all the letters ours does. We have added symbols to complete the ancient alphabet. You can use the chart to read the secret words below. They are written the way Phoenicians wrote - *from right to left*.

Procedures:
1. Instructor will read the background information: “Write a Secret Message.”
2. Instructor will form the class into pairs.
3. Each pair will then receive the Phoenician alphabet with translation.
4. The pairs will write their message and then translate the message.
5. An oral presentation will then follow with each pair explaining their message.

Benchmarks:
SS.A.2.1.1- Knows methods of communication from long ago and the technological developments that facilitated communications.
SS.A.2.2.1- Knows the significant scientific and technological achievements of various societies.
**GEOGRAPHY STANDARD 10-HUMAN SYSTEMS:** The characteristics, distribution, and complexity of Earth’s cultural mosaics.
Write A Secret Message

| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
| k | j | h | g | f | e | d | c | b | a | y | x | w | v | u | t | s | r | q | p | o | n | m | l | k | j | i | h | g |

The message is: "YAZFRTU".
The Law Code of Hammurabi

Grade Level: Secondary

Purpose: Students will understand how laws were developed and enforced during ancient times.

Objectives: 1. Students will work in cooperative learning groups to study a component of culture: law.
2. Students will complete the chart and explain their findings to the class.

Materials: copy of Hammurabi’s code for each student
copy of the chart and questions for each student pencils

Background Information:
Hammurabi was the sixth of eleven kings in the Old Babylonian Dynasty. He ruled for 43 years, from approximately 1729 to 1686 B.C. The diorite stela from which the following was translated was discovered by French archaeologists at the turn of the 20th century and was taken by them to the Louvre in Paris as an archaeological artifact. At the top of the stela is a bas-relief showing Hammurabi receiving a blessing from the god of justice to write the Code. All the laws from the end of #65 to the beginning of #100 were chiseled off by later invaders, but these have been preserved in large part on other copies of the Code. Hammurabi’s Code was promulgated at the beginning of his reign but the stela was a copy made much later.

Procedures:
1. Instructor will begin a discussion of laws in this country. Instructor may want to review the Bill of Rights with the class as well as state and county laws.
2. Instructor will form the class into cooperative learning groups.
3. Instructor will then pass out the code to each of the students.
4. Cooperative groups will then read over each code and discuss.
5. Instructor will then pass out the chart and list of questions to each student.
6. When the chart and questions are completed, each group will present to the class.

Additional Activity:
Have each cooperative group write and perform a play using one, a few, or all of the codes of Hammurabi.

Benchmarks:
SS.B.1.3.4- Understands how factors such as culture and technology influence the perception of places and regions.
SS.A.2.3.3- Understands important technological developments and how they influenced human society.
**GEOGRAPHY STANDARD 13:** How the forces of cooperation and conflict among people influence the division and control of Earth’s surface.
The Law Code of Hammurabi

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1. If a man accused another man and brought a charge of murder against him, but has not proved it, his accuser shall be put to death.

5. If a judge gave a judgement, rendered a decision, deposited a sealed document, but later has altered his judgement, they shall prove that that judge altered the judgement which he gave and he shall pay twelvelfold the claim which holds in that case; furthermore, they shall expel him in the assembly from his seat of judgement and he shall never again sit with the judges in a case.

6. If a man stole the property of church or state, that man shall be put to death; also the one who received the stolen goods from his hand shall be put to death.

14. If a man has stolen the young son of another man, he shall be put to death.

15. If a man helped either a male slave of the state or a female slave of the state or a male slave of a private citizen or a female slave of a private citizen to escape through the city-gate, he shall be put to death.

22. If a man committed robbery and has been caught, that man shall be put to death.

23. If the robber has not been caught, the robbed man shall set forth the particulars regarding his lost property in the presence of god, and the city and governor, in whose territory and district the robbery was committed, shall make good to him his lost property.

42. If a man rented a field for cultivation, but has not produced grain in the field, they shall prove that he did no work on the field and he shall give grain to the owner of the field on the basis of those adjoining it.

53. If a man was too lazy to make the dike of his field strong and did not make his dike strong and a break has opened up in his dike and he has accordingly let the water ravage the farmland, the man in whose dike the break was opened shall make good the grain that he let get destroyed.

54. If he is not able to make good the grain, they shall sell him and his goods, and the farmers whose grain the water carried off shall divide the proceeds.
109. If outlaws have congregated in the establishment of a woman wine seller and she has not arrested those outlaws and did not take them to the palace, that wine seller shall be put to death.

110. If a nun who is not living in a convent has opened the door of a wineshop or has entered a wineshop for a drink, they shall burn that woman.

128. If a man acquired a wife, but did not draw up the contracts for her, that woman is no wife.

138. If a man wishes to divorce his wife who did not bear him children, he shall give her money to the full amount of her marriage-price and he shall also make good to her the dowry which she brought from her father’s house and then he may divorce her.

141. If a man’s wife, who was living in the house of the man, had made up her mind to leave in order that she may engage in business, thus neglecting her house and humiliating her husband, they shall prove it against her; and if her husband has then decided on her divorce, he may divorce her, with nothing to be given her as her divorce-settlement upon her departure. If her husband has not decided on her divorce, her husband may marry another woman, with the former woman living in the house of her husband like a maidservant.

168. If a man, having made up his mind to disinherit his son, has said to the judges, “I wish to disinherit my son,” the judges shall investigate his record, and if the son did not incur wrong grave enough to be disinherit, the father may not disinherit his son.

185. If a man adopted a boy in his own name and has reared him, that foster child may never be reclaimed.

192. If the adopted son of a chamberlain or the adopted son of a votary has said to his foster father or his foster mother, “You are not my father,” “You are not my mother,” they shall cut out his tongue.

195. If a son has struck his father, they shall cut off his hand.

196. If a man has destroyed the eye of a member of the aristocracy, they shall destroy his eye.

197. If he has broken another man’s bone, they shall break his bone.

198. If he has destroyed the eye of a commoner or broken the bone of a commoner, he shall pay silver.

209. If a man struck another man’s daughter and has caused her to have a miscarriage, he shall pay silver for her fetus.

210. If that woman has died, they shall put his daughter to death.

218. If a physician performed a major operation on a man with a bronze lancet and has caused the man’s death, or he opened the eye-socket of a man and has destroyed the man’s eye, they shall cut off his hand.
229. If a builder constructed a house for a man, but did not make his work strong, with the result that the house collapsed and killed the owner, the builder shall be put to death.

282. If a male slave has said to his master, “You are not my master,” his master shall prove him to be his slave and cut off his ear.

The Law Code of Hammurabi

1. Pretend you are an archaeologist and have discovered the stela on which the Law Code of Hammurabi was carved. What clues from the Law Code can you use to reconstruct the lost culture of Ancient Babylon? Read over the Law Code carefully and use the following chart to record characteristics of Babylonian culture.

<table>
<thead>
<tr>
<th>Components of Culture</th>
<th>Culture of Ancient Babylon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economy</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
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<tr>
<td>Ideas</td>
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</tr>
<tr>
<td>Customs</td>
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<tr>
<td>Objects</td>
<td></td>
</tr>
<tr>
<td>Political Beliefs</td>
<td></td>
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<tr>
<td>Religious Beliefs</td>
<td></td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td></td>
</tr>
<tr>
<td>Leisure Activities</td>
<td></td>
</tr>
</tbody>
</table>
2. How do you account for the Babylonians’ concern with maintaining dikes and fields?

3. Does business seem to be important to the Babylonians? Why or why not?

4. Do the laws favor or penalize any particular group or class of people? Which ones, if any? Was there a class system in Ancient Babylon? What evidence can you cite for your answer?

Analyzing the Law Code of Hammurabi

1. Was the Law Code of Hammurabi necessary in Ancient Babylon? Why or why not?

2. What is the intent of the Laws? Do you think the Code would have been successful during Hammurabi’s reign? Why or why not?

3. How do you define the word, “just”?

4. Are Hammurabi’s Laws “just” by your definition? In what ways do they fit your definition of “just”?

5. Are the Laws “just” by a definition of the idea other than yours? If so, with what definition of “just” would they concur and how

6. If the Law Code of Hammurabi were in effect today, what changes would occur in American culture in the following areas: politics, business, society, religion?
Literature and Ancient Egypt

Laurie Molina

Grade Level: Secondary Level

Objectives: 1. Introduce students to the details literature can share with the historian or geographer.
2. Give students the opportunity to analyze literature for historic, cultural, and geographic information.

Materials: Reading from Ancient Evenings by Norman Mailer

 Procedures:
1. Review basic beliefs and cultural traits for the ancient Egyptians. (You can use the typical text material if a better resource book is not available.)
2. Introduce the use of literature to explore behaviors of other civilizations, especially ancient ones.
3. Give students the Ancient Evenings reading and read it aloud with them in class. Put the following question on an overhead transparency or the board and discuss with the class before asking them to explore these issues in cooperative groups:

What does the reading tell us about Ancient Egypt's:

Economy?
Technology?
Ideas?
Customs?
Objects?
Political Beliefs?
Arts?
Sciences?
Leisure Activities?
Belief Systems?

Do the rules for embalmment favor or penalize any particular group of people?
Which ones, if any? Was there a class system in Ancient Egypt? What evidence can you cite for your answer from the story?

4. In groups, have students explore the reading and its clues to other aspects of Ancient Egyptians. When groups have completed the assignment, have them discuss their findings and the evidence for their analysis.
Evaluation:
Completion of the analysis assignment and participation in the group discussion.

**Benchmarks:**
SS.A.2.4.2- Understands the rise of early civilizations.
**GEOGRAPHY STANDARD 10:** The characteristics, distribution, and complexity of earth’s cultural mosaics.
The Embalmment of Menenhetet

From Ancient Evenings (1983), by Norman Mailer

A hook went into my nose, battered through the gate at the roof of the nostril, and plunged into my brain. Pieces, gobbets, and whole parts of the dead flesh of my mind were now brought out through one aperture of my nose, then the other.

Yet for all it hurt, I could have been made of small rocks and roots, I ached no more than the earth when a weed is pulled and comes up with its hairs tearing away from the clods of the soil. Pain in present, but as the small cry of the uprooted plant. So did the hooks, narrow in their curve, go up the nose, enter the head, and poke like blind fingers in a burrow to catch stuffs of the brain and pull them away. Now I felt like a rock wall at the base of which rakes are ripping, and was warm curiously as though sunlight were baking, but it was only the breath of the first embalmer, not with wine and figs – how clear was the sense of smell!

I gagged as a particularly caustic drug, some wretched mixture of lime and ash, was poured in by the embalmers to dissolve whatever might still be stuck to the inside of my skull.

How long they worked I do not know, how long they allowed that liquid to dwell in the vault of my emptied head is but one more question. From time to time they lifted my feet, held me upside down, then set me back. Once they even turned me on my stomach to slosh the fluids, and let the caustic eat out my eyes.

Somewhere in those first few days they made an incision in the side of my belly with a sharp flat knife – I know how sharp for even with the few senses my Remains could employ, a sense of sharpness went through me like a plow breaking ground, but sharper as if I were a snake cut in two by a chariot wheel, and then began the most detailed searching. It is hard to describe, for it did not hurt, but I was ready in those hours to think of the inside of my torso as common to a forest in a grove, and one by one trees were removed, their roots disturbing veins of rock, their leaves murmuring. I had dreams of cities drifting down the Nile like floating islands. Yet when the work was done, I felt larger, as if my senses now lived in a larger space. Was it that my heart and lungs had been placed in one jar, and my stomach and small intestines in another? Leave it that my organs were spread out in different places, floating in different fluids and spices, yet still existing about me, a village. Eventually, their allegiance would be lost. Wrapped and placed in the Canopic jars, what they knew of my life would then be offered to their own God.

Not at all was this embalming tent as I had expected, no, no bloody abattoir like a butcher stall, more like an herb kitchen. Certainly the odors encouraged the same long flights of fancy you could find in a spice shop. Merely figure the vertigos of my nose when the empty cavity of my body (so much emptier than the belly of a woman who has just given birth) was now washed, soothed and stimulated, cleansed, peppered, herbified, and left with a resonance through which no hint of the body’s corruption could breathe. They scoured the bloody inside with palm wine, and left the memories of my flesh in ferment. They pounded in spices and peppers, and rare sage from the limestone foundations to the West; then came leaves of thyme and the honey of bees who had fed on thyme, the oil of orange was rubbed into the cavity of the ribs, and the oil of lemon balmed the inside of my lower back to free it of the stubborn redolence of the viscera. Cedar chips, essence of jasmine, and branchlets of myrrh were crushed – I could hear the cries of the plants being broken more clearly than the sound of human voices. The myrrh even made its clarion call. A powerful aromatic (as powerful in the kingdom of herbs as the Pharaoh’s voice)
was the myrrh laid into the open shell of my body. Next came cinnamon leaves, stem, and cinnamon bark to sweeten the myrrh. Like rare powders added to the sweetmeats in the stuffing, of a pigeon, were these bewildering atmospheres they laid into me... When done, they sewed up the long cut in the side of my body, and I seemed to rise through high vales if fever while something of memory, intoxicated by these tendrils of the earth, began to dance...

Cleaned, stuffed, and trussed, I was deposited in a bath of natron – that salt which dries meat to stone – and there I lay with weights to keep me down. Slowly, over the endless days that followed, as the waters of my own body were given up to moisture, with its insatiable desire to liquefy my meats, had to leave my limbs. Bathed in natron, I became hard as the wood of a hull, then hard as the rock of the Khaibit... The hardened flesh of my body became like one of those spiraled chambers of the sea that are thrown up on the beach, yet contain the roar of waters when you hold them to your ear...

Once more I felt the ministrations of the embalmers, and lived through the hours when they washed the natron from my hardened body with the liquor of a vase that held no less then ten perfumes, “O sweet-smelling soul of the Great God,” they intone, “You contain such a sweet odor that Your face will never change or perish.” words I did not hear, but their cadence had been heard before, I understand what was said, and never had to sniff the unguent with which they rubbed my skin and smeared my feet, laid my back in holy oil and gilded my nails and my toes. They laid special bandages upon my head, put the bandage of Nekheb on my brow, and Hathor for my face, Thoth was the bandage over my ears, and folded pieces within the mouth and a cloth over the chin and back of the neck, twenty-two pieces to the right of my face were laid in, and twenty-two to the left. They offered up prayers that I might be able to see and hear in the Land of the dead, and they rubbed my calved and thighs with blackstone oil and holy oil. My toes were wrapped in linen whose every piece had a drawing of the jackal, and my hands were bandaged in another linen on which were images of Isis and Hep and Ra and Amset. Ebony gum-water was washed over me. They laid in amulets as they wrapped, figures of turquoise and gold, of silver and lapis-lazuli, crystal and carnelian, and a ring was slipped over one gold-painted finger, its seal filled with a drop of each of the thirty-six substances of the embalmer. They laid on flowers of the ankham plant, and widths and windings of linen, narrow strips longer than the length of a royal barge, and folded linens to fill my cavities... I breathed the embalming resin that would seal the cloth to my pores of stone. I heard the sound of prayers, and the soft breath of the artists as they painted my burial case and sang to one another in the hot tent beneath the moving sun, and on a day I came to know at last the sounds of paving stones thundering beneath a sledge while I was dragged with all the weight of my case to the tomb where I would be put away in my enclosing coffins, and I could hear the quiet sobbing of the women, delicate as the far-off cry of gulls and the invocation of the priest: “The God Horus advances with His Ka.” The coffin case bumped on the steps of the tomb. Then hours passed – was it hours? — in a ceremony I could neither hear nor smell, but for the grating of vessels of food and the knocking of small instruments and the sound of liquors being poured upon the floor, but that resounded through the stone of me like an underground river in a cavernous fall, and then the blow of a rock fell on my head and was followed by the grinding of chains, but it was only the scratch of an instrument upon my face. Then I felt a great force opening my stone jaws, and many words flowed into my mouth. I heard a roaring of the waters of my conception, and sobs of heartbreak – my own? I did not know. Rivers of air came to me like a new life – and the forgotten first instant of death also came and was gone as quickly. Then was my Ka born, which is to say I was born again, and was it a day, a year, or not for the passing of ten Kings? But I was up and myself again...
Making Your Own Paper

Jim and Leona Meeks

**Grade Level:** Preschool and Elementary

**Purpose:** Students will gain an understanding of a major component of culture: language/writing.

**Materials:**
- Newspaper
- Scissors
- Plastic wash pans
- Stirring spoon
- Bleach
- Strawberries or blueberries
- Small mixing bowls
- Ladle
- Spatula
- Water
- 10 by 10 inch square frame
- 12 by 12 inch piece of screen
- Staple gun with staples

**Procedures:**
1. With an adult, make a wooden 10 by 10 inch frame. Or you might buy one at a hobby and craft store.
2. With an adult, lay the piece of screen on top of the frame so that equal amounts of the screen are overlapping the frame on all sides.
3. With an adult, use a staple gun to staple the screen in place on all four sides.
4. With scissors, cut long and narrow strips of paper from the newspapers. A good size is six inches long and one-half inch wide.
5. Put about three inches of water in the plastic wash pans.
6. Lay your newspaper strips into the wash pans. Make sure they are covered with water.
7. Let the newspaper soak for 2 to 4 days until it becomes like a paste texture. Stir the paper mixture every day.
8. If you want to make different colors of paper, put a few strawberries or blueberries in a small mixing bowl. Smash the berries with a fork and spoon until they are like a sauce. With the fork, lift out and pitch the skins and meaty parts so all you have left is the red or blue juice.
9. Pour the juice of the berries into a mixing bowl. Add a few ladles of the newspaper paste. Mix together well.
10. If you want to make whiter paper, put a little clothes bleach into a mixing bowl. Add a few ladles of the newspaper paste. Mix together well.
11. Place the wooden frame into a wash pan to collect the excess water that will drip off of the newspaper paste mix.
12. Ladle some newspaper paste onto the top of the screen area of the wooden frame. (Do one color at a time!) Use your hands or a spatula to smooth out the paste evenly across the surface of the screen.
13. Leave the frame and the paste alone for a few days until things dry out and you have paper! You can hurry things along by having a fan blow onto the screen.
14. Carefully strip off the piece of paper you have made. You can clean things up and do another piece of paper that you have dyed.
15. You can write a poem or letter or draw a picture on your paper!

**What is happening?**
Paper is made from shavings and “pulp” of a tree. What you did was to recycle newspaper into drawing or letter writing paper. You can have fun making many different textures of paper using different sources like construction paper, paper toweling, newsprint, etc. You can make imprints and pictures by ladling on different dyed pastes onto the screen in particular designs and shapes.

**Benchmarks:**
SS.A.2.2.1- Knows the significant and technological achievements of various societies.
**GEOGRAPHY STANDARD 10:** The characteristics, distribution, and complexity of Earth’s cultural mosaics.
Life at Early Florida Missions and Indian Villages

Linda DeSear

Grade Level: Elementary

Objectives:
1. Recognize how transportation and communication link cultures.
2. Recognize the political and cultural characteristics of a region.
3. Identify the effects of climate, physical features and resources on people.
4. Identify cultural regions of the world.

Materials:
- Paper
- Pencil
- Crayons
- Prepared information cards.

Background Information:
In the 1600’s, Jefferson County was the site of two Spanish missions run by Franciscan Friars. Both missions were in or near villages of the Apalachee or Timucuan Indians. In 1674-1675 the Bishop Caldron of Cuba visited all the missions in Florida. Starting in St. Augustine, he traveled westward describing the missions and the Indian lifestyle of the inhabitants. In addition, he described the distances from mission to mission in leagues (one league is about 2-1/2 miles.) Unfortunately, all of the missions were destroyed by Creek Indians led by English soldiers from the north. This occurred between 1703-1707. Archaeologists and historians have been able to locate many of the sites in Florida. The two sites in Jefferson County are San Miquel De Asile and San Juan De Aspalaga.

Procedures:
1. Initiating Activity: The teacher will provide a general overview as explained in Part IV. Then have various students read prepared information cards about different areas of mission life or Indian life. Have discussion and a question and answer time. (See the next page for cards.)
2. Strategies: After a thorough discussion, give students copies of all information cards. They are to write a story about “The Day Bishop Caldron Came to Our Mission Village.” This can be written from the perspective of an Indian child, an elder, a friar, a member of the Bishop’s group or even an animal watching from afar. The students are to use factual materials derived from the information presented. They are to be creative in their presentation of the material. Based on the class composite, the teacher should decide if this is a cooperative learning or individual activity. Illustrations are also required.
3. Culminating Activity: Students can share their stories with the class and discuss them under the teacher’s direction.
Information Cards for Life at Early Florida Missions and Indian Villages

Card One: Bishop Caldron’s Visit The Bishop sailed to St. Augustine from Cuba. After visiting the city, he traveled north about a league (about 2-1/2 miles) to Mission Nombre de Dios. Heading North he visited every mission in a chain of Florida missions from St. Augustine to Tallahassee. He described the missions and villages in leagues. There were 24 Christian Indian Villages in the Apalachee and Timucuan Provinces which covered Leon, Jefferson and Madison counties. The two in Jefferson County are San Juan de Aspalaga and San Miquel de Asile. As the Bishop went, he baptized and instructed the Indians.

Card Two: Indian Mission Schools The friars or priests held school for all children both male and female. The children were taught to read and write. Adults were also taught. The Indians leaned enough writing to send letters from one village to another. Church music was also taught.

Card Three: Indians in Apalachee and Timucuan Provinces The Bishop described the Indians as clever and quick to learn arts, carpentry, music, reading and writing. Their weapons were bows and arrows. They had a long knife called a macana. The men wore animal skins from the waist down and blankets in winter. The women wore tunics made of tree moss.

Card Four: Foods The main food was corn with ashes. Pumpkins and beans were also grown. Fish and small game were caught. Water was their beverage. A luxury drink called cazina was made from reeds grown in the sea.

Card Five: Houses Their houses were rounded huts made from straw. In summer they slept outside on the ground. In winter they slept indoors on beds made from reeds covered with bear skin. The houses had no windows and only a small door. There was a hole in the roof for smoke. Even in winter, only a small fire was needed. In the house was a granary where wheat and corn was stored.

Card Six: The Missions and the Friars The Friars lived in or very near the people to which they sought to minister. Missions were run by Franciscan friars and Christian Indians came to worship. The women sat on the Epistle (left) side and the men sat on the Gospel (right) side. They came to worship and were “joyous” in their celebrations. The Christian Indians were buried in the church as were the friars. The friars built a long chain of missions in Florida. They had to win the friendship of Indians whose ancestors may have suffered at the hands of Spanish explorers. The friars learned about new foods and customs. On numerous occasions they protested the poor treatment of Indians by the soliders. Far from home they endured conditions in great contrast to the monasteries of Europe. There is evidence of cultural tolerance.

Card Seven: The Indian Council House They were made of wood covered with straw. This was the center of Indian government for the village. Ceremonies were held here. A large hole in the ceiling acted as a chimney. There were seats on the perimeter of the house.
Comparison of Florida Homes Past and Present

Barbara “Ruth” M. Black

Grade Level: Secondary

Purpose: To provide students with an awareness of how people have adapted to the Florida climate through the architecture of their homes.

Materials: pictures of Florida homes -past and present (samples on the GAW website).

Objective: Through perceptive comparison students will use their experience to generalize about Florida homes.

Procedures:
1. Provide an opportunity for students to look at the pictures, especially the old homes.
2. Brainstorm observable differences in the older and newer types of home architecture.
3. Brainstorm differences that might not show in these pictures.
4. Discussion of why older homes used such things as large porches (screened); high ceilings; built off the ground; large windows; overhang on roof; placement of trees, etc.
5. Culminating activity: Discussion concerning why these “older” architectural styles are being used again now.
Conversion of Old Buildings

James Curtis

Grade Level: Secondary

Purpose: Relates concepts of history and geography to place. Touches concepts of infrastructure and allows students a chance to think of opportunities for the area around them and what changes they would bring.

Objectives:
1. Students will describe how the human ability to modify physical environment has increased in scope and intensity through the use of technology.
2. Students will recognize the relationship between human activities and various locations.
3. Students will understand the significance and importance of locations change as cultures change their interactions with each other.
4. Illustrate how the use, alteration, or conservation of resources influences human choices.

Materials: Copies of “A Brief History of Waterman Memorial Hospital”
Normal classroom writing materials
An area to write down student ideas to brainstorm their ideas

Procedures:
1. Have students read “A Brief History...” and answer the questions. Discuss the thought questions, help them see clues in the reading that would help them answer the questions.
2. Ask students about other buildings in their towns that have been converted.
3. Depending on student interest, begin the discussion the next day with Part II.

Additional Activities:
1. Visit an historical museum. Many are old houses of importance to that area and show a style characteristic of the period and the city. Have students compare the construction to newer buildings. Discuss why houses were built in that style.
2. Find an old abandoned building in your city. Find out about its history including who built it and why it was built. What were the advantages of that particular site? Brainstorm with students how to convert this old building. Discuss what changes would have to be made and how would this building change the surrounding areas?
A Brief History of Waterman Memorial Hospital

Waterman Hospital stands in the center of the central business district of Eustis. As other cities see their business districts being replaced by shopping malls on the outskirts of town, the center of Eustis is thriving. The hospital has allowed Eustis to maintain its small town character. How Waterman Hospital came into being is linked to the founding of the city of Eustis.

In 1836 the U.S. government sent General Abraham Eustis to put down Indian revolts. At this time Eustis was an area of rolling hills dominated by pine forests. The only access to Eustis was down the Ocklawaha River, a tributary of the St. Johns River.

In 1877 A. S. Pendry homesteaded land here. He became the first postmaster and built a house that was expanded to make room for family and friends. Mr Pendry tried to make his name known, first trying to have the area called Pendryville, and calling his house the Pendrys. He even named a street Pendry. For some reason none of these names stuck. Pendry Street became Magnolia Avenue, Pendryville officially became Eustis in 1883, and even his house changed names: it became the Ocklawaha Hotel when it was sold to John Lane in 1897.

During this period, Eustis was on the frontier. There were no community buildings. The post office, before Pendry, was a box nailed to a tree next to Lake Eustis, the lake being the easiest access to the city itself. Houses were meeting places where people could discuss and decide issues that were important to them all. Large houses had at least one large room for these meetings called a salon. On any frontier, a large part of the population are young single men. These men had come to find the “fame and fortune,” and of course needed a place to sleep. Salons often became dormitory rooms for these young men.

John Lane was a businessman and added a large wing to each side of the Pendry home and renamed it the Ocklawaha Hotel. His plan was to make the hotel a winter playground for prominent people from the northeast. A certain group returned every year, now arriving via the new railroad, and the hotel was called the “Lane House-party” by these insiders. Among this group was Frank Waterman, President of the Waterman Fountain Pen Company.

When the Ocklawaha Hotel burned down, Waterman spearheaded the drive to build a “fire-proof” new hotel. His plan was to build the most luxurious hotel in the area. The Fountain Inn, as it was named, opened up Christmas Day, 1924. It was indeed grand. It was four stories with a basement and roof garden, built in the Spanish style. There were 164 rooms with private baths, which was quite a luxury in those days.

Unfortunately, the hotel opened just before two major economic downturns in Florida. Florida had been in its boom years. People from all over the eastern U.S. had been moving to Florida. This all changed in 1926.

Two devasting hurricanes, one in 1926, the other in 1928, caused a great loss of life and property. Florida was no longer the tranquil paradise advertised in the U.S. The Fountain Inn may have survived but in 1929 the stock market crashed. This had a profound effect because many of the hotel’s clientele were financially destroyed. Waterman tried to keep the hotel afloat and virtually became its only stockholder. He had to close the hotel in 1936.

Shortly after the closing Waterman suffered a severe stroke and was under the care of Dr. Tyre. There was no hospital in Eustis, Waterman’s winter home, and he offered Dr. Tyre the Fountain Inn as a hospital as well as $100,000 in bonds to get started. The hospital officially opened in 1937. Mr. Waterman made only one request, that a room in the hospital was to be reserved for members of his family.
Questions:
1. Who was the original owner of the Ocklawaha Hotel?
2. What was the original name of Eustis?
3. Where did people meet to discuss issues and ideas?
4. The founder of Waterman Hospital was the president of what company?
5. What were two contributing factors that led to the closing of the Fountain Inn?
6. What characteristics of a hotel would lend themselves to converting one to a hospital?
7. What different types of jobs were created after the hotel was converted to a hospital? What jobs would remain after the conversion?
8. Give some advantages of bringing a business like a hospital to a small town.
9. What kind of businesses are associated with hospitals?
10. What different materials were probably used to build the two hotels? What new part of the infrastructure allowed the Fountain Inn to be “fire-proof”?
11. What feature probably allowed the Fountain Inn to have a basement?
12. This history has no concluding paragraph. Since the opening paragraph implies that the hospital has an important effect to the economic well being of Eustis today, what data should be supplied? What would be appropriate sources for this information?

PART II

In a country where 150 years ago old houses were burned to reclaim the nails, it’s ironic that one of America’s “frontiers” are old buildings. Some young people who are enterprising may indeed find their “fame and fortune” converting older buildings. Many cities actively seek out people who will convert older buildings for other purposes. When evaluating old buildings ask questions that would include:

1. What advantages do these old buildings have?
   location
   heritage
   ambiance pleasant architectural features feeling of establishment (law office)
2. What type of business could use these old buildings?
   difference between large and small businesses
   themes cities support
3. What types of businesses are wanted in the CBD and what types are not?
   types of manufacturing
   city ordinances and variances
4. As cities change how will infrastructure change?
roads (i.e. changing to one way streets)
power supply
waste management

5. Why would cities encourage conversions of buildings?
   adds to the tax base
   increased business helps a community
   creation of jobs.

Other Strategies:
1. Visit a historical museum. Many are old houses of importance to that area and show a style characteristic of the period of the city. Have students compare the construction to newer buildings. Discuss why houses were built in that style.
2. Find an old abandoned building in your city. Find out about its history including who built it and why it was built. What were the advantages of that particular site? Brainstorm with students how to convert this old building. Discuss what changes would have to be made and how would this building change the surrounding areas?
3. Have students draw a map of the area surrounding a converted building. What businesses are effected by the new business? List advantages and disadvantages of this new business to the area. Give any changes of infrastructure necessitated by this change.
Paper Airplanes

Grade Level: Elementary

Purpose: Students will understand how transportation and communication have developed over the ages and that geography plays an important role.

Objectives: 1. Students will describe and discuss methods and modes of transportation and communication (canoe, automobile, phone, computers).
2. Students will be able to describe the role geography played in the Wright Brothers first flight as well as their own paper airplane flight.

Materials: Direction sheet for paper airplanes
8 ½” x 11” paper
8 ½” x 14” paper
scissors
cellophane tape
ruler
paper clips
plastic straws
2-ply paper dinner napkins
thread
small toy
hobby knife
thin cardboard

Optional Materials:
colored construction paper
colored typing paper
Origami paper
markers
colored pencils

Resources:
Paper Airplane Book, by Peter Clemons, Lowell House
History of Flight by A.G. Smith, Dover Publications (coloring book)
http://www.geocities.com/CapeCanaveral/1817/pages.html
http://dir.yahoo.com/Recreation/Hobbies/Models/Aircraft/paper

Procedures:
1. Instructor will begin a discussion with class on modes and methods of communication and transportation: canoe, automobile, airplane, phone, computers.
2. Instructor will read or discuss the Background story of the Wright Brothers to the class.
3. Instructor will then pass out to each student a copy of the directions to make paper airplanes.
4. Instructor will then pass out the needed materials to make a paper airplane. (Have a plane made so that students see what the final product should look like).
5. Students will then make paper airplane.
6. As students are making their planes, have them:
   - Add color and flair to the planes.
   - Research symbols/patterns on planes of the past.
   - Don’t make the plane too heavy with crayons, markers, or paint.
   - Do display history of aircraft on side, and explain technological advances of that aircraft.
7. Once airplanes are built, the students will be asked to think about what the Wright Brothers would have had to know about geography before they could fly along with what they need to know to make their airplanes fly. Example: Can they fly in the rain? Can they fly through trees or bushes?
8. Instructor summarizes the activity by listing the important geographic considerations on the board that the students come up with.

**Additional Activities:**
1. Air contest for flight time and length
2. Display in library or classroom with pop-up for information.
3. Make a mobile with various planes designed and decorated.
4. Make a timeline of transportation and communication modes and methods.
5. Have students make a list of advantages and disadvantages to forms of transportation and communication.

All activities should emphasize the technology aspect from invention to the present.

**Benchmarks:**
SS.B.1.2.4- Knows how changing transportation and communication technology have affected relationships between locations.

**GEOGRAPHY STANDARD 11:** The patterns and networks of economic interdependence on Earth’s surface.
The Wright Brothers

The technology associated with human flight is considered by many people to be the most significant advancement in the 20th Century. The Wright brothers were not only brilliant thinkers and creative builders, but they were good geographers too. When planning their first flight, Orville and Wilbur knew that their home of Dayton, Ohio would not be an appropriate place. They knew that they needed a location with a good place to take off from, a good place to land, and enough wind to help them fly. By selecting the site in North Carolina, they demonstrated their understanding of the importance of physical geography. Wind, sand, and the dream of flight brought Wilbur and Orville Wright to Kill Devil Hills, North Carolina, where they achieved the first successful airplane flight on December 17, 1903. These self-taught engineers relied on teamwork, the weather and the scientific process to get the first airplane off the ground.

So why does everyone talk about the Wright brothers' flight from Kitty Hawk, North Carolina? Technology and geography once again played a role in shaping history. Orville Wright sent a telegraph sharing the good news of the first powered flight from a telegraph office in Kitty Hawk. Kill Devil Hills was an isolated area near Kitty Hawk and they both have unusual names. Everyone was so excited by the news that it is not surprising that they were confused about the location. After all, the flight was what was newsworthy and the telegraph came from Kitty Hawk! Newspapers added to the confusion when they picked up the dateline from Kitty Hawk and didn’t investigate the actual flight site.

The Wright Brothers National Memorial and the Memorial Pylon are reminders of the days when Orville and Wilbur Wright made this part of North Carolina their headquarters.

The Wright brothers also used the most advanced photographic technologies for the time to document this amazing event. They took more than 300 glass-plate photographs of their expeditions and travels. The negatives were donated to the Library of Congress and a microfiche publication entitled: Photographs by the Wright Brothers is available in many libraries today.

You may order reproductions from:

The Library of Congress
Photoduplication service
Washington, D.C. 20540
(202) 707-5640
This is a paper airplane design by Joseph Palmer, who has graciously allowed us to include it in the lesson plan. It was printed from his web site, and the address for this site is listed at the end of the directions.

**Step 1**

Fold an 8 1/2 x 11 sheet of paper down the middle of the 11" dimension. Don't panic. Just look at the pictures. On the left I'll show you what you're starting with, and I'll mark where you're going to fold. On the right you'll see what you should end up with after each step.

**Step 2**

Next fold the two upper corners in at a 45 degree angle. Be careful here to line these up, and do not let the flaps cross the middle of the paper. Use the middle fold as a guide.

**Step 3**

Fold each side, again using the middle as a guide. The two sides must be very even. These folds are the most critical for proper flight. Don't crease these too hard, that creates a sharp edge and reduces the lift. (The plane will nose dive) If you leave these folds too rounded, the plane will tend to rise into a stall. When you get into flight testing, you can adjust the plane by messing with the sharpness of these folds.

**Step 4**

Fold the tip over, lining the pointy tip up with where the other folds meet in the middle. This provides both the proper center of gravity, and it makes the nose blunt so you won't poke your eye out.
Step 5
Fold the plane down the middle and press it flat.

Step 6
Next we're going to fold a winglet. The fold should be parallel to the edge of the paper, and about 3/4 of an inch (19MM) from the ends of the wings. The little squiggles under the drawing show you how it would look if you held it up and looked at it from the back of the plane.

Step 7
Flip the plane over and fold the other winglet, using the first as a guide. Get them both very even with each other.

Step 8
Next we're going to make the fuselage or "body" of the plane. I usually fold the wing over to split the blunt end evenly, so that half ends up on the body, and half on the wing. Again the fold should be parallel to the paper.
Step 9
Flip it over and fold the other wing to create the completed fuselage. I usually run my thumbnail along all of the fuselage folds here to really crease the edges. Remember, DO NOT crease the leading edges of the wings too much, see step 3 for instructions.

Step 10
Almost done. Unfold the wings and winglets and work them until you get the shape you see on the right. There should be a very pronounced "V" shape in the wings, and the winglets should be at about a 90-degree angle to the wings. Now give it a gentle toss. Have fun.

Railroads, Cities and Industry

Michael Miller and Carol Richardson

**Grade Level:** 4-5

**Purpose:** Students will gain an understanding on how railroads changed Florida culturally and physically.

**Objectives:**
1. Students will create their own map of the railway system throughout the state.
2. Students will be able to describe the changes that occurred in Florida after the introduction of the railway system.

**Materials:**
- Florida Portrait - Jerrell Shofner; Henry Flagler; Henry Plant
- Florida: A Short History - Michael Gannon
- Atlas of Florida - Florida State University
- MacUSA/PCUSA (or any basic mapping software)
- Small Blue Planet
- HyperStudio

**Procedures:**

**Initiating Activity:**
Brainstorm and list students’ prior knowledge of transportation such as kinds (historical periods), and its importance.

**Main Activities:**
1. Students will read trade books on various people involved in the formation of Florida’s railroads.
2. Use Florida Atlas to look at transportation systems.
5. Investigate railroad terms/jargon.
6. View authentic photographs of railroad construction, workers, and system. (these could be retrieved through the Florida Archives)
7. Investigate biographical information on Henry Flagler and Henry Plant.
   - Henry Flagler: www.flagler.org/bio.html
   - Henry Plant: www.floridahistory.org/floridians/railroad.htm
8. Investigate the “Florida East Coast Hotel” map in the Atlas of Florida on CD-ROM.

**Summary Activities:**
1. Take list of brainstorming during preassessment and verify and/or correct each item.
2. Pretend you are a rider on the first train. Keep a daily journal of the towns they went through and what they experienced.
3. Have students make a HyperStudio stack of advertisements of cities along the route and what each city has to offer.
4. Create a map of Florida showing the railway systems and towns - possibly using a computer.
5. Pretend you are a travel agent and plan a trip.
6. Create a brochure of a city along the railway route, explaining why someone should stay in their city.
7. Create a timeline of the various stages of railway completion.
8. Create a model or use pictures of trains throughout history.
9. Bring in model trains and recreate the Florida East Coast Railroad including the cities, etc.
10. Investigate careers in the railway industry today.
11. Write a skit honoring Flagler or Plant for their contribution to Florida.
12. Collaborate with the Science teacher to incorporate a lesson on steam.
13. Collaborate with the Mathematics teacher about scale.
14. Collaborate with the English or Language Arts teacher with literature books that correspond with railroads.
15. Collaborate with the Music teacher to learn about railroad songs.

**Benchmarks:**
- **SS.B.2.4.4** - Understands the global impacts of human changes in the physical environment.
- **SS.B.2.1.5** - Knows the modes of transportation used to move people, products, and ideas from place to place, their importance, and their advantages and disadvantages.
- **SS.B.2.3.9** - Understands interaction between physical and human systems affecting current conditions on Earth.
- **GEOGRAPHY STANDARD 9**: The characteristics, distribution, and migration of human populations on Earth’s surface.
- **GEOGRAPHY STANDARD 10**: The characteristics, distribution, and complexity of Earth’s cultural mosaics.
Florida “EXPRESS” Explores the World
(use activity for any part of the world)

Grade Level: Elementary

Purpose: Students will understand how to tie the Six Essential Elements of the Geography Standards to the study of the geography of world regions such as the United States.

Objectives: 1. Students will work in cooperative learning groups to describe a specific example from each of the Six Essential Elements.
2. Each student group will develop and present an oral presentation to illustrate their findings.

Materials: U.S. maps
large box per group (posterboard or roll paper could be used)
index cards
markers
resource materials - maps, textbooks, travel pamphlets, Internet, etc.
scissors
rulers
copies of Six Essential Elements (p.34 National Geography Standards)
string

Procedure:
1. Review Six Essential Elements. Post in class on a poster for all to see.
2. Divide students into cooperative groups of 3 to 5.
3. Assign each group a place in your region—from which they will choose a specific place (political or physical).
4. Each group will create a section of a train. Begin with the engine, then box cars, and end with the caboose.
5. As each group identifies their essential elements in relation to the area they are using, place each on an index card.
6. Decorate the engine, box cars, and caboose using descriptions of their chosen political or physical area.
7. When each group has completed the task, explain that the train will begin in the East and travel around the region picking up the remaining cars.
8. To begin, the teacher will blow a whistle or act as conductor calling for the engine to prepare to leave the station.
9. Students will be in decorated boxes, posterboard, or paper built trains. Before the engine can leave or subsequent cars attach, the group must present an oral presentation. This must be done in order for the train to move forward. Each group will explain their index cards using the Six Essential Elements and place them on their car. Before the train can move each group must present the information about their area through a song, a poem or even perhaps a rap.
10. The train adds cars with each group presentation, moving from the East to West.
11. Students in the caboose should provide an ending after their presentation, or include an ending within their song or poem.
12. Take a picture of the completed train at the end of the journey.
13. You can e-mail or snail mail the photos to the Alliance office for the Geography Awareness Week website. E-mail: zkramer@odie.ispa.fsu.edu or Zach Kramer C2200 University Center FSU Tallahassee, FL 32306-2641.

Additional Activities:

This method could also be used in tracing the route of produce and other commodities across the United States. An example would be lettuce traveling from California to eastern markets. Students could apply critical thinking strategies as to how the lettuce is prevented from spoiling, the difficult geographical areas the train perhaps have to be redirected to southern or other markets.

Groups of students could invent board games using the above idea.

Students, either in groups or individually, could develop an illustrated historical time line tracing the history, growth, and development of trains. This should also include research into how railroads lent a hand to build this country as we know it today.

Students, individually, could develop illustrated postcards depicting the rise of the railroad industry in the United States. Have students write a message on the postcard explaining the historical illustration they have depicted on the front. Mail these to another school in the state or district if possible. If not exchange with another geography class within your school.

**Benchmarks:**
**SS.B.1.4.4**- understands how cultural and technological characteristics can link or divide regions.
**SS.B.1.3.6**- Understands ways in which regional systems are interconnected.
**SS.B.1.2.4**- Knows how changing transportation and communication technology have affected relationships between locations.

**GEOGRAPHY STANDARD 18:** How to apply geography to interpret the present and plan for the future.
Technology Trivia

**Grade Level:** Secondary

**Purpose:** Students will gain an understanding in the development of technology.

**Objectives:** Students will gain an understanding of how places are linked due to technology.

**Materials:**
- trivia questions
- film canisters
- small paper tags

**Procedures:**
1. Cut out questions from the attached list. (Thirty questions are provided – students can research and develop 20 additional questions for the activity.)
2. Place questions in empty film canisters or small paper bags.
3. Divide students into cooperative learning groups (5 groups).
4. Each group of students should have canisters or paper bags with 10 questions. Use the amount of suggested and student-researched questions you feel your class is comfortable with.
5. Decide on the amount of time the groups should be given to answer their set of questions.
6. At the end of the selected time frame, have each group return their questions to the canisters/paper bags.
7. Pass each set of canisters/paper bags to each group until all groups have completed all questions.
8. See which group has been able to answer the most questions.
9. Groups may use any available resource materials the first time this activity is done. You can do the activity a second time and use no resource materials. Students will depend on good ole’ brainpower.
10. Have a variety of small prizes for the students to win!

**Benchmarks:**
- **SS.B.1.3.7** - Understands the spatial aspects of communication and transportation systems.
- **GEOGRAPHY STANDARD 11:** The patterns and networks of economic interdependence on Earth’s surface.
Technology Trivia Questions

1. Name the gentleman who in 1841 started the first advertising agency in the U.S.

2. Name the gentleman who invented the specialized writing system known as Braille.

3. In what year did “silent movies” technologically advance to the “talkies?”

4. Who was known as “father of the radio?” What nationality was he?

5. Do you know the name of the first communications satellite?

6. Can you name the two basic types of computers?

7. Name the early American city which was home to the first official postal system.

8. Can you name two major formats of newspapers?

9. I am the largest newspaper chain in America.

10. How does a radio work? Do you know another name for radio waves?

11. What do we call an amateur radio station operator?

12. Who were the real Amos and Andy of early radio years?

13. I am an Italian artist who drew flying machines 400 years before the Wright brothers.

14. Can you name the two countries that built the Concorde?

15. What do you call cigar-shaped airships?

16. What was the first gas used on airships? What is used today?

17. Can you name the first car to use interchangeable parts?

18. How were the first road vehicles powered that traveled by themselves?

19. Name the two men given credit for the development of the first manned helicopter flight.

20. Name the German engineer who developed the first real motorcycle.

21. Can you name the ancient people who probably developed the rocket?
22. I am the American inventor who developed a train car with upper and lower berths.

23. In 1934, this was the first diesel-electric passenger train to begin service in the U.S.

24. In 1869 a golden spike marked the completion of the first U.S. transcontinental railroad. Name the two cities it connected.

25. Name the first American astronaut to be placed in orbit.

26. Name the first American woman in space.

27. I am an American scientist that is known as the father of modern rockets.

28. I am the first U.S. rocket to carry astronauts to the moon. Who am I?

29. How many moons does Jupiter have?

30. In October, 1947, which U.S. Air Force pilot flew his rocket-powered airplane faster than the speed of sound?
Answers for Technology Trivia

1. Volney B. Palmer
2. Louis Braille
3. 1927
4. Guglielmo Marconi, Italian
5. Early Bird
6. analog and digital
8. standard and tabloid
9. Gannett newspapers
10. changing sound waves into radio waves; electromagnetic waves
11. a ham
12. Freeman Gosden and Charles Correll
13. Leonardo da Vinci
14. France and Britain
15. zeppelins
16. hydrogen; helium
17. 1908 Cadillac
18. steam engines
19. Paul Cornu and Louis Breguet
20. Gottlieb Daimler
21. Chinese
22. George Mortimer Pullman
23. Burlington Zephyr
24. Sacramento, California and Omaha, Nebraska
25. John Glenn
26. Sally Ride
27. Robert Goddard
28. Saturn V
29. 12
30. Charles Yeager
Rails to Trails: Florida Adventure

Grade Level: Secondary

Purpose: Students will know Florida’s history and how the state has grown in the last century.

Objectives: 1. Students will look at how population growth has impacted Florida’s natural resources. 
2. Students will research the history of railroads and map the changes to bike trails.

Materials: ruler 
white and colored paper 
butcher paper 
poster board 
scissors 
yarn if needed 
glue 
hole punch 
Rail-To-Trails web site: www.railtrails.org (To find copies of trail maps to be used in this activity, link to the US Trail Info Center and select the interactive trail search. Here you can select individual trails that have their own websites and maps.)

Background Information:
You will be creating a handbook to use as a guide to one of Florida’s Rails to Trails projects. It should include a map, historical time line, facts about the wildlife, terrain information necessary for hiking and/or biking, original railroad locations and routes, purpose and importance of the early routes, founding fathers of each line, how these routes affected the economy of Florida, and the effects on wildlife and environment past and present.

Resources:
Some suggested resources: the Internet (sites are noted in GAW packet), encyclopedias, newspapers, books, almanacs, museums, National Parks data, and AAA tour books. Be sure to list sources used on a bibliography page at the end of your handbook.

Procedures:
1. Select a Florida trail, a date, and a season of the year to travel. 
2. Label this trail on a Florida map. 
3. Research the history, original rail route and economic importance. 
4. Try to think of the technological effects from past to present on the route (communications, super highways, etc.). 
5. Explore the impact on wildlife.
6. Explore the impact on the land and vegetation.
7. Average temperature and precipitation and other conditions that may be found during the different seasons.
8. Create a nature log by researching the species of wildlife that could be found along the trail. Finally, complete your booklet at the end of your rails to trails project. Suggestions for the log:
   - What I see/saw:
   - Date (can be imaginary):
   - Where seen:
   - Observations:
   - Illustrate what it looked like
   - Include a fact

Extended activities:
1. Posters or wall hangings of Florida showing the major “Rails to Trails” reflecting the suggested research ideas.
2. Create an original diary source of an early train ride.
3. Dodecahedron of the “Rails to Trails” in Florida.
4. Postcards

Benchmarks:
SS.B.2.4.4- understands the global impacts of human changes in the physical environment.
SS.B.2.4.1- understands how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.
SS.B.2.3.6- understands the environmental consequences of people changing the physical environment in various world locations.
SS.B.2.2.4- Understands how factors such as population growth, human migration, improved methods of transportation and communication, and economic development affect the use and conservation of natural resources.

GEOGRAPHY STANDARD 3: How to analyze the spatial organization of people, places, and environments on Earth’s surface.
GEOGRAPHY STANDARD 9: The characteristics, distribution, and migration of human populations on Earth’s surface.
# Florida Rails-To-Trails

<table>
<thead>
<tr>
<th>Trail Name</th>
<th>Length</th>
<th>Counties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baldwin to Jacksonville</td>
<td>14 miles</td>
<td>Duval</td>
</tr>
<tr>
<td>Bell Trail</td>
<td>0.5 miles</td>
<td>Gilchrist</td>
</tr>
<tr>
<td>Blackwater Heritage State Trail</td>
<td>9 miles</td>
<td>Santa Rosa</td>
</tr>
<tr>
<td>Boca Grande Bike Path</td>
<td>6.5 miles</td>
<td>Lee</td>
</tr>
<tr>
<td>Cady Way Trail</td>
<td>3.6 miles</td>
<td>Orange</td>
</tr>
<tr>
<td>Clermont Trail</td>
<td>1.14 miles</td>
<td>Lake</td>
</tr>
<tr>
<td>Cross Seminole Trail</td>
<td>3.7 miles</td>
<td>Seminole</td>
</tr>
<tr>
<td>Depot Avenue Rail-Trail</td>
<td>2 miles</td>
<td>Alachua</td>
</tr>
<tr>
<td>Gainesville-Hawthorne</td>
<td>17 miles</td>
<td>Alachua</td>
</tr>
<tr>
<td>General James A. Van Fleet State Trail</td>
<td>29.2 miles</td>
<td>Lake, Polk, Sumter</td>
</tr>
<tr>
<td>Jones Grade Trail</td>
<td>6 miles</td>
<td>Collier</td>
</tr>
<tr>
<td>Lake Minneola Scenic Trail</td>
<td>4 miles</td>
<td>Lake</td>
</tr>
<tr>
<td>Mud Tram Trail</td>
<td>1 mile</td>
<td>Collier</td>
</tr>
<tr>
<td>Overseas Heritage Trail - Channel 5 Fishing Bridge/Ped. Path</td>
<td>1 mile</td>
<td>Monroe</td>
</tr>
<tr>
<td>Overseas Heritage Trail - Cudjoe Key Pedestrian Path</td>
<td>2 miles</td>
<td>Monroe</td>
</tr>
<tr>
<td>Overseas Heritage Trail - Long Key to Conch Key</td>
<td>2.3 miles</td>
<td>Monroe</td>
</tr>
<tr>
<td>Overseas Heritage Trail - Lower Matecumbe Boardwalk</td>
<td>4.4 miles</td>
<td>Monroe</td>
</tr>
<tr>
<td>Overseas Heritage Trail - Marathon Key to Pigeon Key Bridge</td>
<td>2.3 miles</td>
<td>Monroe</td>
</tr>
<tr>
<td>Overseas Heritage Trail - Missouri Key to Ohio Key</td>
<td>0.5 miles</td>
<td>Monroe</td>
</tr>
<tr>
<td>Overseas Heritage Trail - Tom’s Harbor Walkway</td>
<td>5 miles</td>
<td>Monroe</td>
</tr>
<tr>
<td>Pinellas Trail</td>
<td>47 miles</td>
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</tr>
<tr>
<td>South Dade Trail</td>
<td>19.6 miles</td>
<td>Dade</td>
</tr>
<tr>
<td>South Main Trail</td>
<td>35 miles</td>
<td>Collier</td>
</tr>
<tr>
<td>Stadium Drive Bikepath</td>
<td>1.5 miles</td>
<td>Leon</td>
</tr>
<tr>
<td>Suwanee River Greenway</td>
<td>8 miles</td>
<td>Suwannee</td>
</tr>
<tr>
<td>Tallahassee-St. Marks</td>
<td>18.5 miles</td>
<td>Wakulla, Leon</td>
</tr>
<tr>
<td>Historic Railroad State Trail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper Tampa Bay Trail</td>
<td>3 miles</td>
<td>Hillsborough</td>
</tr>
<tr>
<td>Waldo Road Trail</td>
<td>3 miles</td>
<td>Alachua</td>
</tr>
<tr>
<td>West Main Trail</td>
<td>3 miles</td>
<td>Collier</td>
</tr>
<tr>
<td>West Orange Trail</td>
<td>20 miles</td>
<td>Orange</td>
</tr>
<tr>
<td>Withlacoochee State Trail</td>
<td>46 miles</td>
<td>Citrus, Hernando, Pasco</td>
</tr>
</tbody>
</table>
Florida Census

Grade Level: Secondary

Purpose: Students will relate reasons for settlement based on how technology has progressed.

Objectives: Students will describe the settlement patterns that characterize the development of Florida by using the Florida Census.

Materials: Map of Florida (plain and counties labeled) - included colored pencils, ruler and scissors if needed, graph paper, sharp pointed pens - black, colored if desired, butcher paper/poster paper if making the project larger than 8 ½” x 11”.


Procedures:
1. Use the above website to research any and all Florida counties.
2. Select 5 to 10 counties in various sections of the state to research - more or less selected at the discretion of the instructor.
4. Pose the question: How does the location of each county affect its population growth?

Additional Activity:
On a Florida map label major rivers, canals and highways (ex. Suwannee, Withlacoochee, Crystal River, St. Johns River, Yellow River, Apalachicola River, Kissimmee River, Perdido River, Ochlockonee River, Sopchoppy River, Tamiami Canal, major highways north/south and east/west). Discuss how the growth of technology/transportation has impacted the population and industrial growth of Florida.

Benchmarks:
SS.B.2.2.1- understands why certain areas of the world are more densely populated than others.
SS.B.2.2.4- Understands how factors such as population growth, human migration, improved methods of transportation and communication, and economic development affect the use and conservation of natural resources.
SS.B.2.3.6- understands the environmental consequences of people changing the physical environment in various world locations.
SS.B.2.4.4- understands the global impacts of human changes in the physical environment.
GEOGRAPHY STANDARD 12: The processes, patterns, and functions of human settlement.
Florida Cookie
Combining Technology and Environment

Grade Level: Elementary

Purpose: Students will understand how the development and progress of technology affects the environment.

Objectives: 1. Students will describe how technology and human needs affect the environment.
2. Pairs will make a “cookie” to present to the class that shows how the environment is affected by humans and technology.

Materials: recipe for Florida cookie
student generated list of basic human needs and how humans fulfill those basic needs
butcher paper
pencils

Procedures:
1. Instructor will begin the class by asking what are basic human needs (for example: shelter, food, clothing, drinking water), and ask how humans obtain their needs (drilling for oil, agriculture, etc.).
2. The instructor will then have the students make a list of human needs and wants and students will describe how humans obtain or get these from the environment.
3. Students will then post their lists around the classroom for reference and form into pairs.
4. Students will then be given the necessary materials to make a “Florida Cookie.”
5. When completed with the “Florida Cookie” students/pairs will refer to their lists and explain (while pointing at their cookie) how humans and technology affect the environment.

Additional Activities: Students may write the principal, mayor, or governor about the concerns they have for Florida’s environment.

 Benchmarks:
SS.B.1.1.2- Uses simple maps, globes, and other three-dimensional models to identify and locate places.
SS.B.1.2.1- Uses maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.
SS.B.1.3.2- Uses mental maps to organize information about people, places, and environments.
SS.B.1.3.1- Uses various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.
GEOGRAPHY STANDARD 14: How human actions modify the physical environment.
Recipe for Florida Cookie:
Use the following recipe to build the cookie of your choice. Feel free to substitute any edible necessary to fit your choice. Example: create the State of Florida with any or all of the items below.

1. 6 pre-shaped, pre-baked cookies (approx. 12in.x 16in.) from 6 rolls of sugar cookie dough, transferred to foil-sturdy cardboard.
2. 6 cans white frosting (can be used as adhesive)
3. 6 plastic knives
4. 6 blueberry “Fruit Roll-ups” or “Pixie Stix” candy with blue powder (used for lakes, rivers)
5. 6 cups of “Bugles” chips (used for higher elevations)
6. 6 cups of coconut tinted green (for grass and flat lands)
7. 6 cups coconut toasted (or tinted yellow or brown) or 3 cups brown sugar (for highways)
8. small “Tootsie Rolls” with dollop of green frosting for trees
9. 6 pairs of scissors (this number can vary)
10. 6 student direction sheets (this number can vary)
11. plastic storage bag (for coconut and bugles)
12. Licorice strands/different colors can be used for railroads
13. 6 small candies (peppermints, etc.) to use as any needed markers
14. Gumdrops- green (for hills)- other colors may be used to develop small animals and plant life
15. small candies, 2 to 3 per group to mark areas of chosen habitat or animals
16. any other edible item (Hershey Kisses, etc.) that a teacher or students would like to use to symbolize physical features and animals that make up a habitat
17. maps or other pictures of physical features, ecosystems, or habitats in a country (if needed)
18. aluminum foil
19. rolling pins
20. 6 pieces of sturdy cardboard (approx. 15in. x 30in)
21. large container or containers of wetwipes- also paper towels (for cleaning purposes)
22. M & Ms - used to designate any major cities of choice

The above list contains enough material for 24 students in groups of four. Change any feature and part of the recipe to reflect the subject being studied.
Internet Quilt

**Grade Level:** Elementary and Secondary

**Purpose:** Students will create an image displaying one of the ideas associated with Geography Awareness Week and contribute it to the Internet Quilt.

**Objectives:**
1. Students will create an image for their class or school, using a computer paint program, displaying some aspect of the Geography Awareness Week theme "Geography & Technology" - please put your school name, class, and city on the square.
2. Students will attach their image to an email and send it to the correct address so that their image can be attached to others to form an “Internet Quilt.”

**Materials:**
- computer paint or drawing program
- e-mail program

**Procedures:**
1. Open your favorite graphic creating program. If you are on a PC you can use the paint program. If you have KidPix, Photoshop, Freehand, SuperPaint for the Macintosh or PC, they also work fine.
2. After you are done creating your piece of the quilt you will want to save it.
3. Now arises the question of how are you going to add your square to the internet quilt. All you have to do is open your favorite e-mail program, AOL, FIRN popmail, Prodigy, Compuserve, Mindspring, Hotmail, Yahoo, or whatever. Compose a message to zkramer@odie.ispa.fsu.edu. Attach the graphic file that contains your squares and then send them to us. When you are composing the message there will be an option to attach files and your e-mail will guide you through the steps of attaching the file. Please also include in the e-mail the name of the program that was used to create these files. If you are having trouble please feel free to e-mail a message with any questions.
4. We will let you know when we have posted your square and you can look at the internet quilt as it grows at this web address: [http://getp.freac.fsu.edu/gaw/quilt/](http://getp.freac.fsu.edu/gaw/quilt/)
5. ENJOY!!!!!

**Benchmarks:**
- **SS.B.1.2.4** - Knows how changing transportation and communication technology have affected relationships between locations.
- **SS.B.1.3.7** - Understands the spatial aspects of communication and transportation systems.
- **SS.B.2.4.1c** - Participates in a group discussion about how technological advances have led to increasing interaction among regions.

**GEOGRAPHY STANDARD 18:** How to apply geography to interpret the present and plan for the future.
**Snowbird Project**

**Grade Level:** Secondary

**Purpose:** Students will identify the causes and effects of human migration.

**Objective:** Students will map the migratory patterns of subpopulations throughout Florida.

**Materials:** Booklets, Poster, Maps, Park Designs, Brochures, Game

**Procedures:**
1. Discuss Snowbirds. Who are they? Why Florida? What is the impact on the economy? How does the continued increase in population affect Florida cities and its resources?
2. The class, groups, or individual student will select a minimum of five cities outside a 500 mile range of Florida (this is a minimum).
3. Select five Florida cities to serve as arrival cities. For example: Chicago (departure city)—Tampa (arrival city). Consider using cities in various areas of Florida. For example: High Springs and Apalachicola.
4. Students plot routes from departure to arrival cities. Be sure to make note of all streets, highways, and interstates used. Students may keep these notes in a journal.
5. Snowbird Park. In one the destination cities, students may develop an environmentally safe park. Suggestions: R.V. spaces, tent camping, restricted habitat areas (illustrate wildlife and plant life targeted), animal proof garbage, any amusements (powered by nature: water & air), picnic areas. You need to design this as a protected environmental area. What can the Snowbirds residing in this park do to protect the area? What economic impact do these Snowbirds bring to this community? Negative and positive impacts.
6. Create a brochure to be made available to older citizens planning to come to Florida. This brochure needs to welcome these folks, but make them aware of their part in protecting Florida’s natural resources.

**Additional Activities:**
1. Create a Snowbird game. Research any ideas you may have from the above activity. Exchange games within the class. In creating the game, incorporate Florida history.
2. Follow steps 1,2,3,4 and create placemats showing routes and impact on Florida communities.

** Benchmarks:**
**SS.B.2.2.4** Understands how factors such as population growth, human migration, improved methods of transportation and communication, and economic development affect the use and conservation of natural resources.
SS.B.2.3.1- Understands the patterns and processes of migration and diffusion throughout the world.
SS.1.2.5- Knows ways in which people view and relate to places and regions differently.
GEOGRAPHY STANDARD 9: The characteristics, distribution, and migration of human populations on Earth’s surface.
Resources

Web Resources:
Florida Department of Transportation: Florida’s Transportation History - Roads
www.dot.state.fl.us/historicdotphotos/roads/roads.htm

Florida Department of Transportation: Florida’s Transportation History - Rail
www.dot.state.fl.us/historicdotphotos/rail/rail.htm

Florida Department of Transportation: Florida’s Transportation History - Aviation
www.dot.state.fl.us/historicdotphotos/aviation/aviation.htm

California State University Northridge Online Social Studies activities
www.csun.edu/~hcedu013/onlineactivities.html

Rails-to-Trails Conservancy
www.railtrails.org

Millenium News
http://www.cbc4kids.ca/general/time/millennium/default.html

Poster Education
www.ioa.com/~poster_ed/

New York Times Learning Network

New York Times Learning Network Lesson on Kosovo and the Internet

2000 Now Kids: Us, too thousand
www.2000now.org/kids.htm

U.S. Census Bureau - Florida Profiles
www.census.gov/datamap/www/12.html

U.S. Census Bureau Geography Topics
http://www.census.gov/geo/www/index.html

Social Studies Link - AISD Social Studies Link
Lesson plans and resources for Social Studies teachers
www.arlington.k12.tx.us/information/social.html

Teaching Current Events Via Newspapers, Magazines, and Television
www.csun.edu/~hcedu013/cevents.html
Remote Sensing of Louisiana Cities
education.ssc.nasa.gov/ltp/LessonPlans/LaCities.htm

John Glenn, American Hero
http://www.pbs.org/kcet/johnglenn/

Air Quality Lessons
www.tnrcc.state.tx.us/air/monops/lessons/lesson_plans.html

Railroads, Cities and Industry Unit
multimedia2.freac.fsu.edu/fga/fetli/railroad.htm

Florida’s Endangered Species
www.fpl.com/

National Geographic Geography Lessons & Activities
www.nationalgeographic.com/resources/ngo/education/ideas.html

The Academy Curriculum Exchange
ofcn.org/cyber.serv/academy/ace/

The Academy Curriculum Exchange - Social Studies ofcn.org/cyber.serv/academy/ace/soc/inter.html

NASA Fact Sheets
www.nasa.gov/newsinfo/fsheet_index.html

Additional Resources:
Rails-To-Trails Conservancy of Florida
2545 Blairstone Pines Drive
Tallahassee, FL  32301

Florida Geographic Alliance
C2200 University Center
Florida State University
Tallahassee, FL  32306-2641

Zero Population Growth
1400 16th Street NW, Suite 320
Washington, D.C.  20036

Educational Resources
1550 Executive Drive, P.O. Box 1900
Elgin, IL  60121-1900
Books and Magazines:
Splendors of Ancient Egypt - The Florida International Museum
Barnett Tower Suite 720, One Progress Plaza
St. Petersburg, FL  33701

Adventures on Earth:  Exploring Our Global Lengths
50-page interactive and reproducible lessons - $10.00
Kim Crews and Cheryl Lynn Stauffer
Available from Population Reference Bureau

Disappearing Faces:  Florida’s Animals in Danger
Carol A. Wallin, Cardinal Enterprises of Florida, Miami, FL

National Geographic Traveler (available on newsstands)

The Young Naturalist’s Guide to Florida
Pineapple Press, Sarasota, FL

Guide to Florida Vanishing Wildlife
Robert Anderson, Winter Enterprises, Altamonte Springs, FL

Atlas of Florida
Institute of Science and Public Affairs, Florida State University

Planet 3: A Kid’s Environmental Magazine
P.O. Box 52, Montgomery, VT  05470

How Things Work
Reader’s Digest, Neil Ardley
Reader’s Digest Associates, Pleasantville, NY

CD-ROMs, Videodiscs, Games:
GeoSafari and GeoSafari Talking Globe

Postcards - A writer’s view of Mexico, Ghana, Japan, and Turkey.  CD-ROM available from Curriculum Associates

Marcopolo - Internet Content for the Classroom.  Details available at www.mciworld.com/marcopolo
Earth Systems, An Odyssey of Discovery, CD-ROM
Pierian Spring Software
5200 SW Macadam Ave, Suite 570
Portland, OR

Maptitude Game
Resource Games
P.O. Box 151
Redmond, VA  98052

GTV:  Biodiversity Videodisc
GTV:  Planetary Manager Videodisc

Atlas of Florida on CD-ROM
Institute of Science and Public Affairs, Florida State University

**Benchmarks:**
SS.B.2.3.6a - Uses current resources such as newspapers, magazines, and on-line resources to determine some of the environmental problems facing the U.S. and Florida and possible strategies for addressing them.

SS.B.2.4.1c- Participate in a group discussion about how technological advances have led to increasing interaction among regions.

GEOGRAPHY STANDARD 18: How to apply geography to interpret the past and plan for the future.